



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2010-2011: Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2010 (Grade 3-8), spring of 2011 (High School), spring of 2011 (Alternate Assessment-Science), and spring of 2010 (Alternate Assessment- Reading and Mathematics).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013-2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008-2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2011-2012 NCLB Report Card

School: Opal Myrick Elementary School

SAU: East Millinocket School Depart

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2011-2012 NCLB Report Card



School: Opal Myrick Elementary School
SAU: East Millinocket School Depart
Grade: 03



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Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	31	30	97	80	80	73	23	57	13	7	30	0	
	2010-2011	29	29	100	69	69	70	3	66	28	3	28	1	0
Female	2009-2010	17	17	100	88	88	76	24	65	12	<1			
	2010-2011	14	14	100	71	71	74	7	64	29	<1			
Male	2009-2010	14	13	93	69	69	69	23	46	15	15			
	2010-2011	15	15	100	67	67	66	<1	67	27	7			
Caucasian/White	2009-2010	31	30	97	80	80	74	23	57	13	7			
	2010-2011	28	28	100	68	68	71	4	64	29	4			
African American/Black	2009-2010	0	0				46							
	2010-2011	0	0				43							
Hispanic	2009-2010	0	0				58							
	2010-2011	1	1	100			60							
Asian or Pacific Islander	2009-2010	0	0				71							
	2010-2011	0	0				69							
American Indian or Native Alaskan	2009-2010	0	0				66							
	2010-2011	0	0				67							
Economically Disadvantaged	2009-2010	21	20	95	70	70	62	10	60	20	10			
	2010-2011	19	19	100	68	68	58	<1	68	26	5			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	5	4	80			38							
	2010-2011	7	7	100			34							
Limited English Proficient	2009-2010	0	0				45							
	2010-2011	0	0				39							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

2011-2012 NCLB Report Card



School: Opal Myrick Elementary School
SAU: East Millinocket School Depart
Grade: 04



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Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	32	32	100	69	69	67	9	59	25	6	32	0	
	2010-2011	32	32	100	72	72	67	13	59	22	6	31	1	0
Female	2009-2010	15	15	100	73	73	71	13	60	13	13			
	2010-2011	18	18	100	72	72	72	17	56	22	6			
Male	2009-2010	17	17	100	65	65	63	6	59	35	<1			
	2010-2011	14	14	100	71	71	63	7	64	21	7			
Caucasian/White	2009-2010	32	32	100	69	69	68	9	59	25	6			
	2010-2011	32	32	100	72	72	68	13	59	22	6			
African American/Black	2009-2010	0	0				43							
	2010-2011	0	0				40							
Hispanic	2009-2010	0	0				59							
	2010-2011	0	0				54							
Asian or Pacific Islander	2009-2010	0	0				71							
	2010-2011	0	0				67							
American Indian or Native Alaskan	2009-2010	0	0				64							
	2010-2011	0	0				62							
Economically Disadvantaged	2009-2010	18	18	100	67	67	56	11	56	22	11			
	2010-2011	24	24	100	67	67	56	<1	67	25	8			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	7	7	100			34							
	2010-2011	5	5	100			29							
Limited English Proficient	2009-2010	0	0				46							
	2010-2011	0	0				43							

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2011-2012 NCLB Report Card



School: Opal Myrick Elementary School
SAU: East Millinocket School Depart
Grade: 03



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	31	30	97	77	77	62	23	53	13	10	30	0
	2010-2011	29	28	97	50	50	61	11	39	36	14	27	1
Female	2009-2010	17	17	100	71	71	61	24	47	24	6		
	2010-2011	14	13	93	54	54	59	8	46	31	15		
Male	2009-2010	14	13	93	85	85	63	23	62	<1	15		
	2010-2011	15	15	100	47	47	64	13	33	40	13		
Caucasian/White	2009-2010	31	30	97	77	77	63	23	53	13	10		
	2010-2011	28	27	96	48	48	63	7	41	37	15		
African American/Black	2009-2010	0	0				31						
	2010-2011	0	0				30						
Hispanic	2009-2010	0	0				52						
	2010-2011	1	1	100			49						
Asian or Pacific Islander	2009-2010	0	0				65						
	2010-2011	0	0				64						
American Indian or Native Alaskan	2009-2010	0	0				54						
	2010-2011	0	0				59						
Economically Disadvantaged	2009-2010	21	20	95	70	70	50	20	50	15	15		
	2010-2011	19	18	95	39	39	49	11	28	44	17		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	5	4	80			33						
	2010-2011	7	7	100			35						
Limited English Proficient	2009-2010	0	0				35						
	2010-2011	0	0				29						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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Grade: 04



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	32	32	100	69	69	62	16	53	28	3	32	0
	2010-2011	32	32	100	63	63	60	13	50	19	19	31	1
Female	2009-2010	15	15	100	67	67	62	27	40	27	7		
	2010-2011	18	18	100	50	50	60	17	33	33	17		
Male	2009-2010	17	17	100	71	71	63	6	65	29	<1		
	2010-2011	14	14	100	79	79	61	7	71	<1	21		
Caucasian/White	2009-2010	32	32	100	69	69	63	16	53	28	3		
	2010-2011	32	32	100	63	63	61	13	50	19	19		
African American/Black	2009-2010	0	0				36						
	2010-2011	0	0				31						
Hispanic	2009-2010	0	0				45						
	2010-2011	0	0				48						
Asian or Pacific Islander	2009-2010	0	0				65						
	2010-2011	0	0				64						
American Indian or Native Alaskan	2009-2010	0	0				49						
	2010-2011	0	0				56						
Economically Disadvantaged	2009-2010	18	18	100	61	61	50	11	50	33	6		
	2010-2011	24	24	100	54	54	48	<1	54	21	25		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	7	7	100			36						
	2010-2011	5	5	100			31						
Limited English Proficient	2009-2010	0	0				38						
	2010-2011	0	0				35						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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2011-2012 NCLB Report Card



School: Opal Myrick Elementary School
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Grade: 3-8



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 75%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 70%			Average Daily Attendance Target: 93%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	100	E: 100 M:	E: 99 M: 99	67	E: 67 M:	E: 69 M: 70	98	E: 98 M:	E: 99 M: 99	55	E: 55 M:	E: 61 M: 61	97	97	95
Caucasian/White	100	E: 100 M:	E: 99 M: 99	67	E: 67 M:	E: 70 M: 71	98	E: 98 M:	E: 99 M: 99	54	E: 54 M:	E: 62 M: 61			
African American/Black	*	E: * M:	E: 95 M: 96	*	E: * M:	E: 44 M: 50	*	E: * M:	E: 99 M: 99	*	E: * M:	E: 33 M: 34			
Hispanic	*	E: * M:	E: 97 M: 97	*	E: * M:	E: 59 M: 62	*	E: * M:	E: 99 M: 99	*	E: * M:	E: 49 M: 51			
Asian or Pacific Islander	*	E: * M:	E: 97 M: 98	*	E: * M:	E: 67 M: 71	*	E: * M:	E: 99 M: 99	*	E: * M:	E: 62 M: 66			
American Indian or Native Alaskan	*	E: * M:	E: 99 M: 98	*	E: * M:	E: 65 M: 68	*	E: * M:	E: 99 M: 98	*	E: * M:	E: 61 M: 58			
Economically Disadvantaged	100	E: 100 M:	E: 99 M: 99	62	E: 62 M:	E: 58 M: 58	98	E: 98 M:	E: 99 M: 99	45	E: 45 M:	E: 48 M: 47			
Students with Disabilities	*	E: * M:	E: 98 M: 98	*	E: * M:	E: 33 M: 30	*	E: * M:	E: 98 M: 98	*	E: * M:	E: 32 M: 24			
Limited English Proficient	*	E: * M:	E: 92 M: 92	*	E: * M:	E: 43 M: 45	*	E: * M:	E: 99 M: 99	*	E: * M:	E: 34 M: 37			

E = Elementary Grades 3-5 M = Middle Grades 6-8

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

2011-2012 NCLB Report Card

Maine Teacher Quality Data



School: Opal Myrick Elementary School
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Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	7	1	3	0	0	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2011	0

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.